Make the Case

Trace how a writer builds and supports an argument.

7.CL.7 "Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. a..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's claim and circle the evidence credited to a source. Number the sentence that raises an opposing concern 1 and the sentence that proposes safety rules 2 to show how the writer responds.

A Second Chance for Lunch

(1) At lunch, a student may take an apple, then decide she is too full to eat it. The apple may end up in the trash, even though another student would gladly take it. Our school should set up a supervised share table for unopened, shelf-stable foods and whole fruit. Students could place eligible items there before throwing them away. This small change would give safe, uneaten food another chance to be used. It would also make a waste problem visible, which could help students think before taking more than they need.

(2) Food waste is not just a problem in our cafeteria. The U.S. Department of Agriculture estimates that 30 to 40 percent of the food supply in the United States goes to waste. That national estimate does not tell us how much our school throws away, but it shows why reducing waste matters. A share table would not fix every cause of waste. However, it would offer a clear first step: students could leave food they will not eat, and others could choose it instead.

(3) Some families might worry that shared food could cause illness or confusion about allergies. That concern deserves a careful response, not a quick dismissal. Staff could allow only intact packages of shelf-stable food and whole fruit, post clear signs, and check the table during lunch. Students with allergies would still need to read labels and follow their usual precautions. If the school tests the table for a month and records how many items are shared, it can decide whether to continue. A supervised trial balances less waste with student safety.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the apple in the opening help introduce the writer's claim?

2. Why does the writer explain that the national estimate does not measure waste at this school?

3. What concern does the writer acknowledge, and how do the proposed rules address it?

4. How does the proposed month-long trial strengthen the argument?

3 YOUR TURN

Your own words

Write one paragraph arguing for a different small change at your school. State your claim, support it with a specific reason and a firsthand observation or clearly attributed fact, then acknowledge an opposing concern and answer it.

ANSWER KEY

Make the Case

GRADE 7 · 7.CL.7

PART 1 · READ AND MARK

Underline the writer's claim and circle the evidence credited to a source. Number the sentence that raises an opposing concern 1 and the sentence that proposes safety rules 2 to show how the writer responds. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the apple in the opening help introduce the writer's claim?	**The uneaten apple gives a concrete example of food that might be thrown away but could be used by another student through a share table.**
2	Why does the writer explain that the national estimate does not measure waste at this school?	**The writer uses the estimate to show that food waste is a serious issue without pretending it proves how much food this school wastes.**
3	What concern does the writer acknowledge, and how do the proposed rules address it?	**Families may worry about illness or allergies. Limiting the table to intact packages of shelf-stable food and whole fruit, posting signs, and having staff check it address safety concerns.**
4	How does the proposed month-long trial strengthen the argument?	**A short trial lets the school count shared items and decide whether the table is useful before making it permanent.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a book swap shelf near the library. Students could leave books they have finished and find something new to read without spending money. Last week, I heard two classmates ask to borrow books for the bus ride home, so I know students are looking for more choices. Some people may worry that the shelf will become messy. However, student volunteers could sort it each Friday and remove damaged books. A small, organized shelf would make reading materials easier to share.

Accept answers that identify how each detail supports, qualifies, or responds to the claim. For the open task, accept a plausible firsthand observation or an accurately attributed fact; students do not need to use the sample topic.